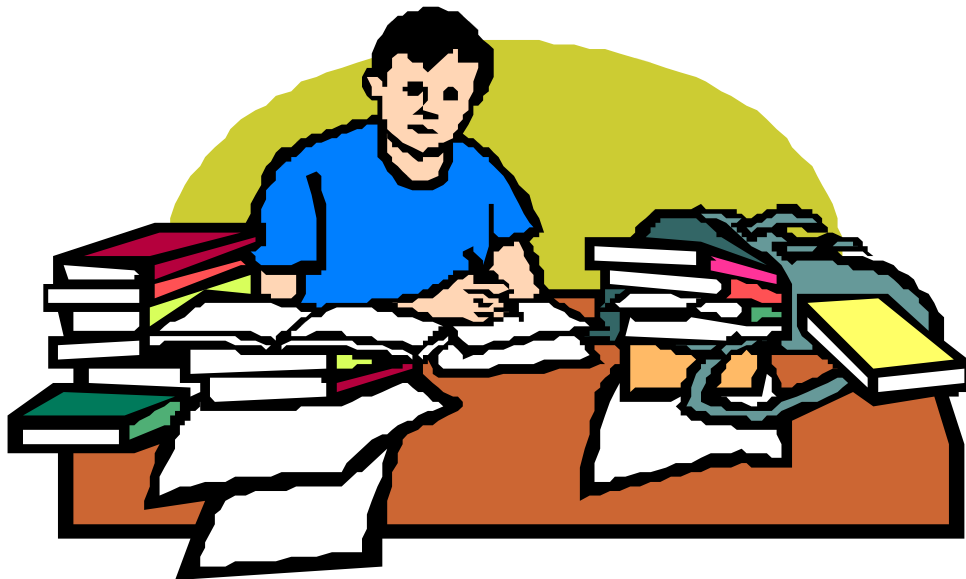


## COSMETOLOGY AND BARBER INSPECTOR – 61101



### HOW TO PREPARE BOOKLET

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## **I. INTRODUCTION**

A written examination is being given in order to establish a register for the classification of Cosmetology and Barber Inspector (61101). The purpose of this booklet is to help you prepare for the written exam. Since all the material you will need to take the exam will be provided at test administration, you will not be allowed to bring this booklet to the exam with you.

## **II. THE JOB**

Cosmetology and Barber Inspector positions are with the Alabama Board of Cosmetology and Barbering at locations statewide. This is field work in the inspection of cosmetology salons, barber shops, and schools of cosmetology for compliance with state licensing laws and regulations. Employees in this class inspect cosmetology salons, barber shops, and schools and report violations of standards of sanitation and sterilization of equipment. Work also involves inspecting establishments for possession of a license to operate. Work emphasizes explaining violations and achieving voluntary correction. Employees receive specific assignment schedules but perform work under general supervision. Work involves extensive, overnight travel throughout the state. Performance is evaluated through written reports, telephone and from complaints.

## **III. THE EXAMINATION**

The examination for this classification is a multiple-choice exam. A multiple-choice exam is designed to measure specific knowledges and abilities. The test is divided into six sections with each section measuring different knowledges and abilities. Applicants are presented with a test question and four possible responses to that question. Applicants then select the BEST possible response to the question. Here are some points to remember when taking the examination:

- Some people get nervous when they take tests. There is nothing wrong with that. However, it is not good to be so nervous that you cannot concentrate. You need to keep your mind on the test questions and not on your feelings. To improve your ability to do this, you will find ideas in this booklet on how to study and prepare for the written exam. The more prepared you are, the more comfortable and less nervous you will feel during the exam.
- You will be given **3 hours to complete the exam**. Use your time efficiently. The exam is not a test of how quickly you can answer questions. However, it does not allow you the time you might like to have. In the parts of the test that require reading, try to keep a steady pace. Try to finish as much of the test as you can.
- While reading passages, you may want to take a few notes. Make your notes brief. You may also want to underline or highlight important information as you read.
- Don't give up. Many people give up too easily on tests. If the question or problem seems hard, they do not even try. Mark an answer on your answer sheet even if it is a guess. You will not be penalized for guessing. On the other hand, do not spend too

much time on any one question just because it is hard. This may not leave you enough time to answer questions that you know.

#### **IV. HOW THE WRITTEN EXAMINATION WAS DEVELOPED**

A study of the Cosmetology and Barber Inspector classification was conducted before developing the examination. Employees who work in this position and their supervisors participated in this study to determine the job duties performed by Cosmetology and Barber Inspectors as well as the knowledges and abilities Cosmetology and Barber Inspectors must possess in order to effectively perform the job duties of the position.

The study showed that the following knowledges and abilities are associated with the job duties of the position, and Cosmetology and Barber Inspectors must possess these knowledges and abilities on their first day of work before training. Therefore, these knowledges and abilities will be measured on the written, multiple-choice examination.

##### Knowledges

- Knowledge of the English language to include grammar, spelling, punctuation, capitalization, and sentence structure as needed to write reports, compose letters and memoranda, and proofread information for accuracy.
- Knowledge of basic mathematics to include addition, subtraction, multiplication, and division as needed to compute mileage, per-diem, and inspection scores; complete reports; and perform other needed calculations.

##### Abilities

- Ability to complete reports as needed to describe the results of inspections, request reimbursement, and complete timesheets.
- Ability to communicate in writing to include arranging material in a logical order, and using appropriate clarity, style, content, conciseness, grammar, spelling, and punctuation as needed to provide, obtain, and exchange information.
- Ability to read street maps as needed to determine location of complaint and inspection sites.
- Ability to read and comprehend narrative information such as laws, regulations, manuals, letters, memoranda, forms, and reports to include picking out key information and applying it to situations as needed to interpret rules, gain knowledge and understanding, conduct inspections, ensure compliance with Statutes and Regulations, and enhance personal knowledge of Board and profession.
- Ability to plan, organize, and schedule to include time management and monitoring of time spent on inspections as needed to meet deadlines, allocate resources, and achieve objectives.

- Ability to prioritize work/tasks to include determining most immediate deadlines and sorting work by priority as needed to conduct multiple inspections and ensure work is completed by established deadlines.
- Ability to manage multiple projects to include prioritizing tasks as needed to meet deadlines, allocate resources, and achieve departmental goals.
- Ability to follow oral and written instructions as needed to complete inspections and other assigned work duties.
- Ability to enter simple information on forms such as dates, totals, and amounts as needed to record data according to standardized instructions.

## V. WHAT TO DO BEFORE YOU COME TO TAKE THE EXAMINATION

Here are some suggestions for what to do before the examination and for getting to the exam location on the correct day, on time, and with the proper materials that you will need to take the examination.

- **Get there early.** Give yourself plenty of extra time to get to the test center and to park. If you are rushed and late, you will be upset when you get there. Plan to get there before the scheduled exam time.
- **Do not bring this booklet or any study materials with you to the exam location.** This includes notes and any manuals and source documents that you may have used to prepare for the examination.
- **You must bring the test schedule card** that you received from the State of Alabama Personnel Department. This card lists the examination title, location of exam, and date, day, and time of examination.
- **You must bring two sharpened #2 lead pencils.** You may also bring a highlighter to use during the test if you wish.
- **You must also bring picture identification to the exam location.** This may be your driver license, a military identification card, or a passport.
- **You may bring a calculator to use on the Cosmetology and Barber Inspector examination. Small solar powered or battery operated calculators that perform basic functions such as addition, subtraction, multiplication, division, square roots, or percentages are allowed. Calculators that plug-in, utilize tape, have word processing, spelling, thesauruses, or other storage and retrieval capabilities (except basic memory functions) are not allowed. Calculators that are a feature on a cell phone are not permitted. Calculators are subject to inspection by exam monitors. Applicants may not borrow or share calculators at the exam site.**

# Test Taking Tips

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- **Listen** to the test monitors and follow their instructions carefully.
- If you are not sure of an answer, **go with your first choice**.
- Work through the test **without spending too much time on any one item**.
- If you cannot decide on the best answer to a question, **skip it and go back to it later**.
- Use your watch or the clock in the room to **keep track of your time** during the test.
- It is to your advantage to **answer as many questions as possible**, even if you must guess.
- **Mark your answers on the answer sheet and NOT in the test booklet**. Only answers clearly marked on the answer sheet can be given credit.
- If you have a question at **any time before or during the exam, ask the monitor for assistance**.

## **VI. HOW TO PREPARE USING THIS GUIDE**

This Pretest Booklet can be used as resource material. The questions contained in the booklet are representative of the types of questions that will be on the actual examination. Familiarize yourself with the sample questions that begin below. The answers to each question are provided on page 13. You would be well advised to read the instructions and answer each question carefully. Like the examination questions, the sample items are presented in the following categories:

Section I. Ability to Enter Simple Information on Forms

Section II. Ability to Read and Comprehend

Section III. English Grammar and Ability to Communicate in Writing

Section IV. Ability to Read Street Maps

Section V. Basic Mathematics and Ability to Complete Reports

Section VI. Plan, Organize, and Schedule, Prioritize, Manage Multiple Projects, and Follow Written Instructions

## **VII. SAMPLE TEST QUESTIONS**

### **Section I. Ability to Enter Simple Information on Forms**

**INSTRUCTIONS:** **Question 1** contains three lines of data. Each line contains a group of letters and a group of numbers. The numbers on each line should correspond with the code letters on the same line in accordance with the table displayed below.

| Code Letter          | S | V | W | A | Q | M | X | E | G | K |
|----------------------|---|---|---|---|---|---|---|---|---|---|
| Corresponding Number | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

1. Review the following lines of data for errors and mark the most appropriate answer:

|         |         |
|---------|---------|
| WQGKSXG | 2489068 |
| XEKVQMA | 6591453 |
| KMAESXV | 9527061 |

- A. There are one or more errors in one line of data.
- B. There are one or more errors in two lines of data.
- C. There are one or more errors in three lines of data.
- D. There are no errors in any of the lines of data.

## Section II. Ability to Read and Comprehend

**INSTRUCTIONS:** Questions 2 and 3 are based on the following reading selections and should be answered only on the basis of the information in that selection.

2. “Persons in the employ of a public agency generally come into contact with many people outside of working hours. In these contacts, the government employee represents to the public the quality, competence, and stature of public employees as a group.”

Of the following statements, the one that is the most valid implication of this quotation is that:

- A. the responsibilities of a public employee cease after office hours.
  - B. government employees who come into contact with the public during working hours should be more efficient than those who have no contact with the public.
  - C. public employees, by their behavior during social activities, can raise the prestige of public employment.
  - D. public employees, because they work so diligently serving the public, tend to party more than employees in the private sector.
3. If, for any reason, the person being interviewed is unwilling to talk, the effectiveness of the entire procedure is jeopardized. It is too much to expect persons to always tell the truth, but even that is of secondary importance because, if a person talks enough, he is bound to reveal himself sooner or later.

According to this statement, which of the following is most nearly correct?

- A. Interviewers should watch for signs of insincerity during interviews.
- B. The effectiveness of an interview is related to how much the person being interviewed talks.
- C. Few persons can conceal their shortcomings successfully during interviews.
- D. A person being interviewed will feel that his chances are jeopardized if he is not allowed to talk freely.

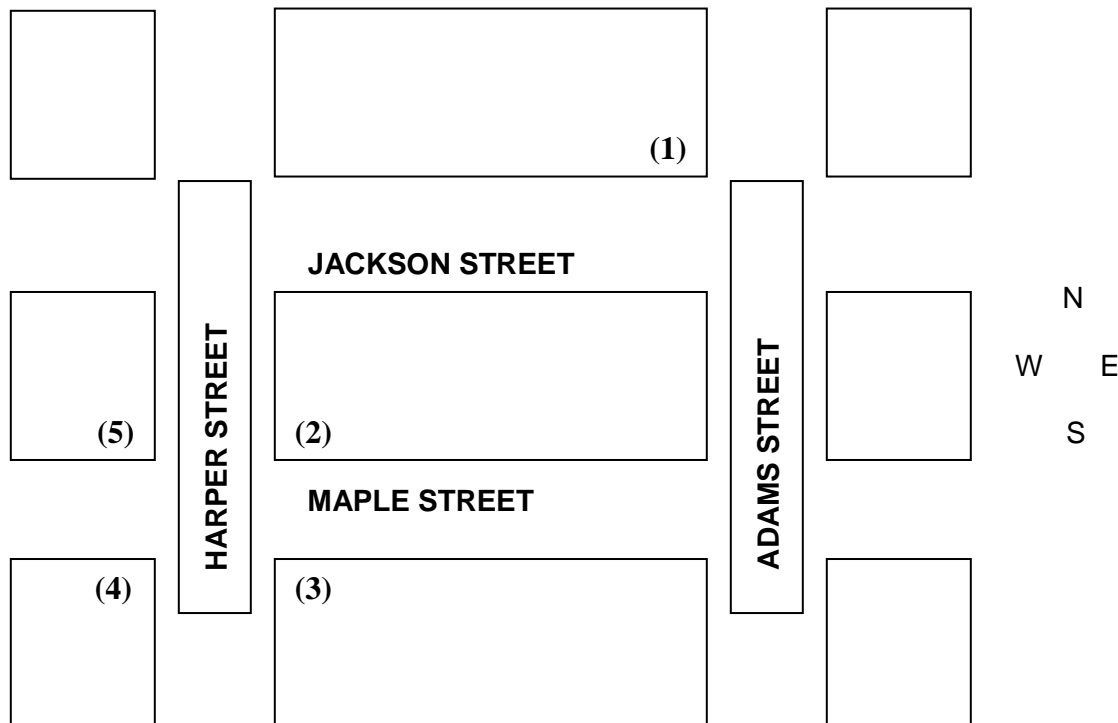


### Section III. English Grammar and Ability to Communicate in Writing

**INSTRUCTIONS:** For **questions 4 and 5**, read each group of sentences and determine which one contains no errors in English Grammar.

4.     A.     The supervisor and the aide, together with the rest of the office force, has unanimously agreed to send a representative.  
       B.     The supervisor, together with the aide and the rest of the office force, have unanimously agreed to send a representative.  
       C.     The entire office force, including the supervisor and the aide, have unanimously agreed to send a representative.  
       D.     The entire office force, including the supervisor and the aide, has unanimously agreed to send a representative.
5.     A.     The policy don't matter, irregardless of your opinion.  
       B.     The policy don't matter, regardless of your opinion.  
       C.     The policy doesn't matter, irregardless of your opinion.  
       D.     The policy doesn't matter, regardless of your opinion.

### Section IV. Ability to Read Street Maps



**INSTRUCTIONS:** For **questions 6 through 8**, use the information contained in the map on the preceding page to answer each question.

6. Which way should a person traveling east on Maple Street turn to go to the north side of Adams Street?
  - A. Right
  - B. Left
  - C. Around
  - D. Back
  
7. Which direction is corner 1 from Harper and Maple Streets?
  - A. Southwest
  - B. Northwest
  - C. Southeast
  - D. Northeast
  
8. Which way should a person traveling west on Maple Street turn to go to the northwest side of Harper Street?
  - A. Right
  - B. Left
  - C. South
  - D. West

## Section V. Basic Mathematics and Ability to Complete Reports

**INSTRUCTIONS:** For **questions 9 and 10**, calculate the following:

9. A Cosmetology and Barber Inspector's gross pay for a bi-weekly period was \$882.90. Assuming the Cosmetology and Barber Inspector works a 40 hour work week, how much is this individual paid on an hourly basis?
- A. \$10.77
  - B. \$11.04
  - C. \$22.07
  - D. None of the above.
10. At the start of the week, a Cosmetology and Barber Inspector's odometer read 21,781.8, and at the end of the week, it read 22,463.7. If he/she receives 45 cents per mile for travel expenses, how much should he/she receive for this week?
- A. \$110.45
  - B. \$209.40
  - C. \$306.86
  - D. \$681.90

## Section VI. Plan, Organize, and Schedule, Prioritize, Manage Multiple Projects, and Follow Written Instructions

**INSTRUCTIONS:** Read the situation and then answer **question 11**. Base your response on the situation only. Do not base your response on previous experience. Select the **MOST APPROPRIATE** choice.

Assume you are a Cosmetology and Barber Inspector working in the Montgomery office. Your supervisor is out of the office today. You arrive at work at 7:55 a.m. You have an appointment today at 11:00 a.m. with your family doctor who has advised you that the appointment should not be rescheduled. You need to leave at 10:30 a.m. and will be unable to return to the office later today. Sue Beck, a clerical aide and office receptionist, is the only other employee in the office today. However, she does not type. Your supervisor left a note listing the following tasks that must be done today.

- Type the Zicker report (2 hours to complete).
- Sort and distribute the mail (30 minutes to complete).
- Call Virginia Hall about incomplete paperwork (10 minutes to complete).
- Set up the conference room for the next day's 8:00 a.m. meeting (20 minutes to complete).
- File completed inspection reports (2 hours to complete).

11. Which of the following schedules shown below would be the most appropriate use of your time today?
- A. file completed inspection reports and set up the conference room
  - B. set up the conference room, sort and distribute mail, and call Virginia Hall
  - C. call Virginia Hall and file completed inspection reports
  - D. sort and distribute mail and type the Zicker report

## **Answers to Sample Questions**

### **Section I. Ability to Enter Simple Information on Forms**

1. B

### **Section II. Ability to Read and Comprehend**

2. C

3. B

### **Section III. English Grammar and Ability to Communicate in Writing**

4. D

5. D

### **Section IV. Ability to Read Street Maps**

6. B

7. D

8. A

### **Section V. Basic Mathematics and Ability to Complete Reports**

9. B

10. C

### **Section VI. Plan, Organize, and Schedule, Prioritize, Manage Multiple Projects, and Follow Written Instructions**

11. D

## **VIII. BANDED SCORING**

When the written exam for Cosmetology and Barber Inspector is graded, the scores will be grouped into bands. When you receive notification of how you did on the exam, you will not be given a numerical score (e.g., you will not receive a score of 95 out of 100.). Rather, you will be informed into which band your score fell. The following is information to help you understand the banding process.

### **What is banding?**

Banding is one way to reduce the impact of fluctuations in test scores that do not provide meaningful information about differences in the ability to do the job. One important purpose of testing is to identify the differences in test scores that reflect real differences among candidates. Banded scoring is a statistical procedure for grouping raw test scores that statistically are not meaningfully different from one another. In banded scoring, bands are set objectively and mathematically. They are not manipulated arbitrarily.

### **Misconceptions about banding**

There are many misconceptions about banding and the use of banded scores. Some of the most common misconceptions are listed below. Each misconception is followed by a clarification.

- **Misconception: Each band should have the same number of people.**  
The people in a band are similar to each other in that statistically there is no meaningful difference in their scores. Sometimes Band 1 may be very large and at other times it may be small. We do not force bands to be a certain size. The size of the bands is based on the scores people make.
- **Misconception: Band numbers have no meaning. I don't have a score.**  
Think of a band as a group of tied scores. Think of a band as a group of scores that statistically are not meaningfully different. In school, two students with average grades of 94.5 and 94.3 would both be grouped into a band called "A" because the teacher cannot be sure that .2 of a point is a real difference in achievement. Think of scores on achievement tests children take in school. The fine print on the tests always cautions you not to focus on the numerical score but rather on the comparative score which uses some grouping techniques such as percentiles, stanines, standard deviations, grade levels, etc. These grouping techniques are considered forms of banding.
- **Misconception: Band numbers are the same as letter grades.**  
Band 1 does not equate to an "A," Band 2 to a "B," etc. In school, a predetermined numerical score (e.g., 90-100) equals an A. In banding, scores are banded only in relation to one another. Unlike grade school bands, the width of bands is not set in advance. You compete against your peers only. Your scores are set in relation to your peers only.

- **Misconception:**      **A band score on one test has the same value as a band score on another test.**

Banded scores are test specific and cannot be compared to banded scores on other tests.

- **Misconception:**      **People who have been on the job longest should be in the top bands.**

Time spent in a job may not be the same as skill in doing the job. The people with the strongest skills (or who did best on the exam) should be in the top bands. Some of these people will have been in the job longer than others. Years of service do not always equal proficiency.

- **Misconception:**      **Banding replaced the “Rule of 10.”**

Banding did not replace the “Rule of 10.” The “Rule of 10” determines the number of bands to be certified. In the past, tied scores referred to an actual numerical score (e.g., two candidates with a score of 98.98 were considered tied) while now all of the scores within a band are considered tied.

- **Misconception:**      **People in a band do not differ.**

When several people are placed in the same band, it does not mean that those people do not differ. Instead, it means that their scores on the exam do not differ enough to be separate scores.

## **IX.     EXAM CONTACT**

The contact person for the Cosmetology and Barber Inspector examination is Samantha Sanford, a Personnel Analyst with the State Personnel Department. If you have questions about the contents of this document, please call her at (334) 242-3389.

## **X.     FREQUENTLY ASKED QUESTIONS**

### ***How are vacancies filled for the Cosmetology and Barber Inspector?***

The top ten applicants on each register are sent to the Alabama Board of Cosmetology and Barbering for consideration. Since the banded scoring process is used, all of the scores within a band are considered tied. **Therefore, all names within a band are certified out to the agency, which may include more than 10 names.** The names of people not selected stay on the register to be considered for future jobs. Employees are usually hired at the minimum of the pay range.

### ***How long will I remain eligible for appointment?***

Your name will remain on the employment register until such time as a new examination is developed and given for the Cosmetology and Barber Inspector classification. You will be notified by mail when to reapply

### ***When will I receive my test results?***

Four to six weeks after completing the exam, you will receive a Notice of Examination Results postcard in the mail. This postcard will identify your score, or band placement, for the written exam. If you have not received your score within four to six weeks, you should call the State Personnel Department.

In addition to your band placement, you may also obtain your standing, or rank on the register, online at [www.personnel.alabama.gov](http://www.personnel.alabama.gov). From the home page, you should click on “Applicants” and then “Register Standings,” and follow the instructions. For security purposes, you must now create an online profile in order to access your standing.

### ***What if I need to request Reasonable Accommodations?***

If you would like to request special testing accommodations or have any questions concerning the test site or testing conditions, please contact the State Personnel Department at (334)242-3389.

## **XI. STATE PERSONNEL TERMINOLOGY**

The following are terms that are used by State Personnel regarding test scores and employment that results from those scores. This section is provided to help you understand State Personnel terminology and procedures.

**Register:** A register is a list of all individuals who have successfully completed the selection procedure for a State Merit System job. The register is a complete list of individuals who are eligible for employment in a certain job classification.

**Certification:** A certification is a list of the top ten individuals on an employment register. These are the individuals who are immediately appointable to positions. A register that uses banded scoring may produce a certification with more than ten names. If Band 1 contains 15 names, then all 15 individuals will be on the Certification. Likewise, if Band 1 contains 3 people and Band 2 contains 25 people, then all individuals in both Bands 1 and 2 would be on the certification. Since individuals within a band are considered to be tied, the certification cannot split up a band. Certifications may be state-wide or specific to a county within the state.

**Test Failure:** Some multiple-choice tests administered by the state use a Pass/Fail point to identify individuals who failed the test.

**Subject Matter Experts:** Individuals who have detailed first-hand knowledge of a job. These individuals assist State Personnel in conducting thorough job studies and, in many cases, assist in developing specific exam components.